DOCUMENT RESUME

ED 257 694 SO 016 402

AUTHOR Merryfield, Merry; Hutton, Deborah
TITLE Improving the Teaching of Contemporary Europe: A Textbook Study [and] Improving the Teaching of Contemporary Europe: Conference Highlights.
INSTITUTION Social Studies Development Center, Bloomington, Ind.
PUB DATE Oct 83
NOTE 11p.; Papers presented at the Conference on Improving the Teaching of Contemporary Europe (Bloomington, IN, October 20-21, 1983), co-sponsored by the West European Center and the Social Studies Development Center and supported in part by the Atlantic Council.
PUB TYPE Reports - Research/Technical (143) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Educational Needs; Educational Practices; *European History; Futures (of Society); Geography Instruction; *Instructional Improvement; *Modern History; Secondary Education; *Textbook Content; *Textbook Evaluation; Textbook Research; Textbooks; United States History; World History

ABSTRACT

Results of a textbook study to determine what U.S. secondary school students are learning about contemporary Europe are presented, and highlights of the "Conference on Improving the Teaching of Contemporary Europe" at which the study was presented are summarized. A sampling of secondary school geography, world history, and U.S. history textbooks was reviewed. Contemporary Europe--defined as post-World War II Western Europe--received scant attention in the textbooks. The world history books devoted less than 5 percent to this period of European history; the U.S. history texts less than 3 percent; and the geography texts from 5 to 12 percent. The conference was organized under three broad themes: (1) current treatment of Western Europe; (2) issues in teaching about contemporary Europe; and (3) resources and challenges in improving the teaching about contemporary Europe. Summaries of presentations on each of these themes and major points offered by participants in reaction to each presentation are provided. The report concludes with a list of major recommendations of participants concerning ways to improve the teaching of European history. (RM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☒ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

James Becker

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

ED257694

IMPROVING THE TEACHING OF CONTEMPORARY EUROPE: A TEXTBOOK STUDY

by
Merry Merryfield

[and]

IMPROVING THE TEACHING OF CONTEMPORARY EUROPE: CONFERENCE HIGHLIGHTS

by
Deborah Hutton

October 1983

SO 016 402

Papers presented at the Conference on Improving the Teaching of Contemporary Europe (Bloomington, IN, October 20-21, 1983) co-sponsored by the West European Center and the Social Studies Development Center and supported in part by the Atlantic Council.

IMPROVING THE TEACHING OF CONTEMPORARY EUROPE: A TEXTBOOK STUDY

by Merry Merryfield

What are secondary school students learning about contemporary Europe? What do they need to know? What can be done to strengthen existing courses and encourage additional school-based efforts? These questions were addressed in the October 20-21, 1983 "Conference on Improving the Teaching of Contemporary Europe," cosponsored by the West European Center and the Social Studies Development Center at Indiana University, and supported in part by the Atlantic Council. The 22 participants included scholars in European history, political science,

SOCIAL STUDIES DEVELOPMENT CENTER
2805 East Tenth Street
Bloomington, Indiana 47405

social studies, and foreign language as well as teacher educators, secondary school teachers, representatives of the state department of education, professional education organizations and the Atlantic Council.

WHAT IS CURRENTLY BEING TAUGHT ABOUT CONTEMPORARY EUROPE?

One way to explore this question is by reviewing the textbooks used in courses with European content. It should be noted that according to a recent study textbooks are the single most important source of information in most social studies classrooms.* They are "the dominant tool of instruction—the basis for recitation, discussion and student testing." To provide conference participants with information about this important source of information, a sampling of secondary school Geography, World History and U.S. History textbooks were reviewed to determine the extent of coverage and focus of content related to the study of contemporary Europe.

PROCEDURES FOR THE TEXTBOOK REVIEW

A textbook review is a tedious and frustrating process. It is easy to become engrossed in the material presented, or dismayed by the lack of attention given one's own priorities. In order to facilitate the review process and derive some degree of interrater reliability, the following procedures were observed:

1. For the period up to and including World War II, a page count was made on European content. European content included not only "Europe" but also individual European nations from Ireland to Greece, excluding the U.S.S.R. Content on colonization was not included unless it specifically addressed effects on the colonial power. Half-pages were counted and tallied. Content of less than half a page was not counted. Since the majority of pages dealing with this period of history are generally grouped together, the "less than half a page content" was not a problem.
2. For the post-World War II period, a page count was made for all pages which mentioned Western Europe (or individual countries). If only one 5-line paragraph included a reference to NATO, that page was still counted. Again, the U.S.S.R. was not included.
3. All references to post-war/contemporary Europe were listed by subject, e.g., "the Marshall Plan," "the European Community," "contemporary Germany." Samples of the excerpts appear in the charts below.

The books selected for review are those on the 1979-1984 Indiana State Board of Education Official Adoption List. These are the textbooks currently in use in Indiana classrooms.

FINDINGS OF THE TEXTBOOK REVIEW

The extent to which Indiana secondary school students are likely to be enrolled in a course wherein Europe is studied is apparent in the enrollment figures for the courses in which the textbooks were reviewed.

	Number of students enrolled	*Percentage of total students*
U.S. History	82,000	100%
World History	18,000	22%
Geography	6,000	7.3%

The following tables outline textbooks, the number and percent of total pages on Europe through World War II, the number and percent of total pages on post-World War II Europe, and the major topics on post-war Europe.

CONCLUSIONS OF THE TEXTBOOK REVIEW

The attention given to Europe through World War II in the textbooks reviewed in this study varied greatly. The World History textbooks devoted the most attention to this area, with a low of 29% to a high of 71% of the total pages of a book giving attention to some aspect of European history or culture. The United States History books also gave significant attention to Europe through World War II, but not as prominent a role as in the World History textbooks. The percentage of total pages in the United States History textbooks varied from 9% to 26%.

Contemporary Europe—defined in this study as post-World War II Western Europe—received scant attention in

* "What are the needs in Pre-College Science, Mathematics and Social Science Education?" National Science Foundation, 1979.

BEST COPY AVAILABLE

WORLD GEOGRAPHY (Grades 9-12)

Textbook*	Number of School Systems**	Fraction and percent of total pages on Europe through World War II	Fraction and percent of total pages on Contemporary Europe	Examples of Contemporary Topics
OUR WORLD AND ITS PEOPLES (Allyn & Bacon), 1977	28	66/559 (12%)	50/559 (9%)	"The Dollar Gap," "Are Their Lives Like Ours?", EEC, EFTA, NATO
WORLD GEOGRAPHY TODAY (Holt, Rinehart & Winston), 1980***	64	75/519 (14%)	60/519 (12%)	"A Divided Country" (Northern Ireland), "France's Future," "Germany's Future"
GEOGRAPHY AND WORLD AFFAIRS (Rand McNally & Co.), 1976	24	48/633 (8%)	32/633 (5%)	European Cooperation—NATO, EC, ELSC, "Austria Today," "British Economic Problems"
LAND AND PEOPLE: A WORLD GEOGRAPHY (Scott, Foresman & Co.), 1979	55	53/602 (9%)	48/602 (8%)	EFTA, EEC, "A United States of Europe?"

* PEOPLE IN A CHANGING WORLD (Laidlaw Brothers), 1974 edition, is on the state adoption list but was unavailable to the reviewers.

** Number of Indiana school systems that adopted this book for 1979-1984 (Source: Indiana Department of Public Instruction).

*** The 1976 edition was unavailable; the 1971 and 1980 editions were examined, and the 1980 edition was used.

UNITED STATES HISTORY (Grades 9-12)

Textbook	Number of School Systems*	Fraction and percent of total pages on Europe through World War II	Fraction and perce of total pages on Contemporary Europe	Examples of Contemporary Topics
THE AMERICAN EXPERIENCE (Addison-Wesley), 1979	18	67/700 (10%)	17/700 (2%)	Marshall Plan, Berlin Blockade, NATO, "The Spirit of Geneva"
RISE OF THE AMERICAN NATION (Harcourt Brace Jovanovich), 1977	127	73/742 (10%)	9/742 (1%)	Marshall Plan, Berlin Airlift, NATO, EC, "Rising Tensions over Berlin"
A PEOPLE AND A NATION (Harper & Row), 1977	30	190/819 (23%)	26/819 (3%)	"The German Problem," Marshall Plan, NATO
PEOPLE AND OUR COUNTRY (Holt, Rinehart & Winston), 1978	76	91/817 (11%)	7/817 (1%)	NATO, Berlin Crisis, "Spirit of Geneva"
THESE UNITED STATES (Houghton Mifflin Co.), 1978	39	185/710 (26%)	20/710 (3%)	Marshall Plan, NATO
A HISTORY OF OUR OUR AMERICAN REPUBLIC (Laidlaw Brothers), 1979	10	61/715 (9%)	4/715 (1%)	NATO, "Defense Alliances," "The Berlin Question"
THE AMERICAN DREAM (Scott, Foresman & Co.), 1977	21	98/698 (14%)	16/698 (2%)	Marshall Plan, NATO

* Number of Indiana school systems that adopted this book for 1979-1984 (Source: Indiana Department of Public Instruction).

BEST COPY AVAILABLE

BEST COPY AVAILABLE

WORLD CIVILIZATION (Grades 9-12)

Textbook	Number of School Systems*	Fraction and percent of total pages on Europe through World War II	Fraction and percent of total pages on Contemporary Europe	Examples of Contemporary Topics
THE PAGEANT OF WORLD HISTORY (Allyn & Bacon), 1977	13	489/711 (69%)	27/711 (4%)	Marshall Plan, NATO, "How Problems Grew in Ireland," "Margaret Thatcher," "What Post War Italy was Like"
MEN AND NATIONS. A WORLD HISTORY (Harcourt Brace Jovanovich), 1975	35	443/833 53%)	21/833 (3%)	Marshall Plan, NATO, EEC, "Germany: One Nation, Two States," "Weakening Alliances"
A STUDY OF WORLD HISTORY (Holt, Rinehart & Winston), 1977	47	519/731 (71%)	24/731 (4%)	Marshall Plan, NATO, "Charles de Gaulle and French Supremacy," "The Remarkable Recovery of Germany"
MAN'S UNFINISHED JOURNEY (Houghton Mifflin Co.), 1978	20	429/856 (50%)	35/856 (4%)	Marshall Plan, NATO, "West Germany Becomes an Economic Power," Postwar Britain Seeks Social Reform," "Will Western Europe Unite?"
A HISTORY OF PEOPLE AND THEIR CULTURES (J.B. Lippincott), 1977	73	237/806 (29%)	21/806 (3%)	EFTA, EC, ECSC, Euration, NATO, Marshall Plan, "Social Services," "Changing Social Patterns"
WORLD HISTORY** (Science Research Associates), 1983	1	363/753 (48%)	14/753 (2%)	EC, NATO, "Northern Ireland: A Battlefield"
HISTORY AND LIFE (Scott, Foresman & Co.), 1977	0	373/688 (54%)	5/688 (1%)	NATO, EC, "West Germany Becomes Europe's Most Prosperous Country"

* Number of Indiana school systems that adopted this book for 1979-1984 (Source: Indiana Department of Public Instruction).

** The 1979 edition was unavailable; the 1983 edition was used.

these textbooks. The World History books devoted less than 5% to this period of European history. The United States History books give even less attention to Europe in this period; only 3% or less of the total pages of any of these books mention Europe in their treatment of the contemporary world.

The total pages devoted to post-World War II Western Europe in the Geography books reviewed in this study ranged from 5% to 12%. The coverage focused largely on physical features, climate and demography, with little information included about issues relating to contemporary Europe.

Among the post-World War II topics receiving the greatest attention are: the new nations of Africa and Asia, the Cold War, the Middle East conflicts, the Korean and Vietnam conflicts, and other "hot spots." Little attention is given to social and cultural history or political developments that occur unaccompanied by open conflict.

It seems unlikely that students using these books will learn much about contemporary Europe unless their teachers use supplementary materials to provide additional sources of insight and information.

WHAT DO SOCIAL STUDIES TEACHERS SAY ABOUT THE TEACHING OF CONTEMPORARY EUROPE?

During the 1983 NCSS Great Lakes Regional Conference, teachers visiting the Social Studies Development Center booth were asked to fill out a brief questionnaire if they taught about post-World War II Europe. Forty-two teachers answered the following questions.

1. When asked what topics they teach about post-World War II Europe, the teachers responded:

26	The European Community
25	Relations with the Soviet Union
22	NATO
20	Defense issues
20	European Socialism
18	Trade
9	Tourism
8	Energy issues
8	Environmental concerns
6	Foreign workers and racial unrest
2	Youth unrest

2. When asked to rank the importance of these topics, the teachers responded:

Very Important	*Important*	*Not Very Important*	
23	6	10	Relations with the Soviet Union
15	15	10	The European Community
15	9	8	Trade
12	17	6	NATO
12	13	4	Energy issues
10	20	6	European Socialism
7	16	2	Foreign workers and racial unrest
7	13	6	Environmental concerns
5	9	7	Defense issues
4	10	8	Youth unrest

3. When asked on which of these issues they need more teaching materials, the teachers responded:

18	The European Community
14	European Socialism
4	Relations with the Soviet Union
13	Trade
12	Foreign workers and racial unrest
9	Defense issues
7	Environmental concerns
7	Youth unrest
6	Energy issues
6	Socialism
6	NATO

4. When asked what courses they teach, the teachers responded:

19	U.S. History/U.S. Foreign Policy
16	World History (includes Eastern and Western Civilization)
14	Area Studies/Geography
9	Social Studies
4	Economics
4	Government
3	World Affairs/Global Studies
1	International Relations
1	Political Science
1	Psychology

IMPROVING THE TEACHING OF CONTEMPORARY EUROPE: CONFERENCE HIGHLIGHTS

by Deborah Hutton

The purpose of the "Conference on Improving the Teaching of Contemporary Europe" was to bring together the different actors and the distinct perspectives involved in the teaching of contemporary Europe. Participants included university professors, secondary school World History teachers, Western European area studies specialists, and a representative from the Indiana Department of Public Instruction. The various sessions were organized under four broad themes: "Current Treatment of Western

Deborah Hutton taught secondary geography and history in Quebec, Canada from 1976 to 1980. At the Lorado Taft Field Campus, Northern Illinois University, she taught outdoor education to visiting students from grade one through college graduate students in 1980 and 1981. Presently, she is project assistant to the Internationalizing Teacher Education project at Indiana University and is pursuing a doctorate in social studies and global education.

Europe," "Issues in Teaching About Contemporary Europe," "Resources and Challenges in Improving the Teaching About Contemporary Europe," and "Recommendations to Improve the Teaching of Contemporary Europe." The sessions are described in the order in which they were presented. Subsections titled "Discussion" include major points offered by participants in reaction to each presentation.

WHAT IS TAUGHT ABOUT MODERN EUROPE IN UNDERGRADUATE EDUCATION?

UNDERGRADUATE EUROPEAN HISTORY

David Pace of the History Department at Indiana University opened the conference by addressing the coverage of Europe in undergraduate history courses. One freshman survey course focuses on Europe from the Renaissance to Napoleon, and a second course emphasizes the period from Napoleon to the present. In these large lecture classes, the emphasis is generally on social history.

Pace has found the students lacking an understanding of a number of concepts which are vital for the comprehension of European history. To broaden their perspective, he has developed simulation games. In one such game, for example, the students learn about the concept of social class by examining the dynamics of one village through several generations of people. Another game teaches about totalitarianism by simulating the Nazi seizure of power.

RECOMMENDATIONS

- *Spatial and chronological frameworks:* While it is important that students acquire information in a course, they are especially in need of the spatial and chronological frameworks which geography and history can provide. The acceleration of the anti-nuclear movement in West Germany, for example, is more easily comprehended by an understanding of that country's location relative to the U.S.S.R.
- *Conceptual building blocks:* Students need more conceptual building blocks to understand the perspectives of other nations and cultures. An example of such a concept would be the workings of a parliamentary system.
- *Conceptual organization:* Students also need a larger framework within which to place the variety of conceptual building blocks.
- *Basic skills:* Skills such as note-taking, reading, speaking, and writing need to be strengthened.

DISCUSSION

- *Context:* Students need a context by which to judge the significance of new problems.
- *Citizenship:* The study of history should help to clarify the rights and responsibilities of citizenship.

WHAT IS THE EUROPEAN CONTENT IN SECONDARY SCHOOL SOCIAL STUDIES TEXTBOOKS?

EUROPEAN CONTENT

Merry Merryfield, a researcher for the Social Studies Development Center at Indiana University, and Clarence Gilliam, history teacher at Bloomington North High School, presented the textbook study (described in the above article) to the conference participants. Two points were emphasized by Merryfield:

- *European heritage:* Our textbooks reflect our strong European heritage of immigration.
- *Narrow post-World War II coverage:* After World War II, the two issues most commonly addressed are emerging nations and the U.S./U.S.S.R. conflict. Beyond those two themes, Europe *per se* is largely forgotten.

Gilliam stressed the need for students to be made aware of varying perspectives—differences among the peoples and cultures acting on or affected by a historical event. One conference participant observed that all too often, the historical events of contemporary Europe are presented as problems for which the U.S. has gallantly provided the solutions after much European fumbling.

DISCUSSION

A number of interesting questions were posed:

- Are our textbooks covering Eastern Europe as well as Western Europe?
- Is the reality of international dependence and interdependence given sufficient attention?
- Are our textbooks going beyond the simple facts of national geography to examine the impact of that geography on the culture?

IS THE TEXTBOOK AN ADEQUATE TEACHING TOOL?

WHAT IS A GOOD TEXTBOOK?

John Patrick, professor of Social Studies Education at Indiana University, spoke about the use of the textbook as a teaching tool. Recognizing that teachers rely heavily on textbooks, he addressed the question: What is a good textbook? After cautioning participants to look at similarities and differences between particular textbooks and to realize that the textbook is only part of the bigger teaching/learning system, Patrick outlined the characteristics of a good social studies textbook:

- Well-organized source of pertinent facts.
- Addresses conceptual learning.
- Emphasizes the skills needed to use knowledge.

RECOMMENDATIONS

- *Connections and turning points:* Textbooks need to stress the connections between Europe and the rest of the

BEST COPY AVAILABLE

world, and reassess the turning points in world history in a much broader perspective than is presently common.

• *Europe's scientific and technological heritage:* Since world science has become perhaps the greatest transcultural force, and since most of our modern hopes and fears can be traced to the scientific and technological revolutions of Europe, textbooks need to greatly increase their coverage of Europe's scientific and technological heritage.

• *Unity and diversity:* Textbooks need to emphasize both the unity and diversity among Europeans, and between Europeans and other cultures of the world.

• *Comparison:* Textbooks need to promote comparison as a way of thinking about unity and diversity.

WHAT FUTURE IS THERE FOR FOREIGN WORKERS IN WEST GERMANY?

RELEVANCE TO U.S./AMERICANS

You might ask: Why study about foreign workers in West Germany at all? The answers to such a question are indeed compelling. John Bendix of the Political Science Department at Indiana University presented an in-depth study of the foreign worker crisis in Europe, including its relevance to the U.S.:

• *West Germany—an ally and trade partner:* A crisis which so strongly affects the economy and political stability of West Germany cannot help but ripple into our economy and foreign relations, providing students with a current example of our interdependence with Europe.

• *Parallel to U.S. recruitment of Mexican workers:* An economic program to recruit cheap labor from less developed countries has created not only huge economic problems for West Germany, but social and political problems as well. Are there lessons which we can learn from their experience to help us in our own foreign worker recruitment? Such a comparison would provide students with an excellent example of the parallels between the United States and European countries.

HISTORY OF FOREIGN WORKERS

In the 1950s, a burgeoning West German economy created a glut of job openings, and a reluctant government was persuaded to recruit cheap labor elsewhere. Workers, accompanied by families, were "imported" first from East Berlin, then Italy, followed by Spain, France, Greece, Turkey, and Yugoslavia. People from the last two countries now make up one-half of the work force. Hired to perform unskilled and undesirable jobs, these foreign workers have moved through the years from agriculture to heavy manufacturing to service industries, competing increasingly with West Germans for more desirable jobs.

The Greeks and Italians most often returned home at the completion of their "Recruitment Contracts," but the majority of the Turks and Yugoslavs are remaining. The statistics are alarming: 60% higher unemployment rate than Germans, high birth rate, and only 50% of foreign workers' children finish high school. To compound the problem, from the West German perspective, the number of foreigners is increasing because of the families, and many are now eligible to apply for citizenship since they have lived in West Germany for more than ten years. With different values and traditions, cultural clashes abound.

POSSIBLE FUTURES

• *Full repatriation:* If all 4.67 million foreign workers returned home tomorrow, the West Germany economy would be paralyzed.

• *Full integration:* Permanent residency has already been made available to the foreign workers, but only 1% has chosen that option. There are strong cultural and religious pressures against becoming integrated.

• *Partial repatriation and partial integration:* The Kohl plan includes payment of about $5,000 to anyone who volunteers to return home, raising the standards for becoming a German citizen, and decreasing the age at which a foreign worker's children could join him/her in Germany. The likelihood of success is not great—illegal immigration is likely to increase, and integration is likely to be very slow.

WHO AND WHAT ARE BEHIND THE ANTI-NUCLEAR WAR ISSUE IN WESTERN EUROPE?

CHANGING CONTEXT

Edward Carmines, professor in the Political Science Department at Indiana University, described for conference participants the changing context of the anti-nuclear issue in Western Europe. Did you realize that anti-nuclear war movements or the closely related peace movements have been identified in every single country in Western *and* Eastern Europe?

In 1979, because of concern about the buildup of Soviet missiles, the decision was made by NATO to introduce cruise and Pershing missiles into the Western Europe defense system. It appeared to be noncontroversial at the time—President Carter was in power, Salt II agreements were proceeding well, disarmament talks were in progress, and detente was alive. Deployment was planned for late 1983 through 1987. By 1983, the situation had changed drastically. The issue had been polarized because of President Reagan's hard line against communism and the development of new weapons systems. Salt II and detente had died, and consensus in NATO declined.

WHO IS INVOLVED?

No single group of people stands out. Rather, the anti-nuclear war movement is a coalition of groups—ecologist, feminist, religious, human rights, and peace groups. In Great Britain, for example, the anti-nuclear war population is largely led by feminists who see a solution in a societal change.

BEST COPY AVAILABLE

Into the 1960s, there essentially was consensus among political parties—left, right, and center alike—that the U.S.S.R. was the chief menace to peace and that alliance with the U.S. in NATO was desirable. This consensus, too, has changed. There has been increasing pressure on the more leftist parties to adopt anti-nuclear stances and, more recently, entirely new parties have been organized, such as the Green Party in West Germany.

Young people are especially important in this increased anti-nuclear war activity for three reasons:

- *Economics:* Economic matters have improved to the point where young people can afford to pay attention to non-economic matters.
- *Education:* Young people are much more aware of issues. They demand access to information and have critical attitudes toward the governments of their own countries and the United States.
- *Attitude toward the United States:* The attitudes of older people tend to be positive toward the U.S. because of the support given to Western Europe during and after World War II. Young people do not necessarily feel that way. Instead, they are reacting negatively to the present arms race and to expanding U.S. influences.

POSSIBLE FUTURE SCENARIOS

- *Movement will die away:* It is unlikely that the movement will lose popular support, because the problem is a continuing and deeper one than just missiles.
- *Movement will be "successful":* It is equally unlikely that NATO will be disbanded or that Europe will declare its neutrality; the peace movement is still a minority.
- *A middle position:* The actual outcome of the anti-nuclear war movement will likely be between the two extremes mentioned above.

DISCUSSION

A number of isolated but interesting points were made during the discussion:

- *Control:* The peace movement in Europe involves *both* a rising nationalism and a rising anti-U.S./American sentiment. The people want more control of their own future.
- *Anti-U.S./Americanism:* More than opposing the military influence, the popular sentiment is against the overriding economic, social, and cultural influences of the U.S.
- *Breadth of movement:* The movement is, without doubt, pan-European, surpassing even the labor movement and fostered by extensive coordination and communication efforts.
- *Depth of movement:* One reason that the movement is more vocal and visible in Europe is that a number of weapons in a small space (as in Europe) puts more people in close proximity to missiles and has much more impact than a similar number of weapons in a huge space (as in the U.S.).
- *Type of issue:* Nuclear weapons are no longer merely a military issue, but also a political one. Thus, to change one's position concerning deployment might send the wrong signal to the U.S.S.R.

WHAT RESOURCES EXIST TO HELP IMPROVE THE TEACHING OF CONTEMPORARY EUROPE?

Kathleen Betterman, Outreach Coordinator for the West European Center at I.U., provided conference participants with a treasure house of resources. (They can be obtained by contacting: West European Center, Ballantine Hall 542, Indiana University, Bloomington, IN 47405, phone 812-335-3280.)

- Audio-visual materials (list)
- Audio cassettes (list)
- European Foreign Languages (list)
- European films available at Indiana University's Audio-Visual Center (list)
- Foreign films available at Consulates (list)
- Videotape from German Educational Television (description)
- Booklets and pamphlets available from Consulates (list)
- Reproductions of pertinent articles (list)
- Translated articles from West German newspapers
- Foreign language materials
- West European Center's own materials
- Bibliography of European integration
- Copies of foreign newspapers
- Resources at the Indiana University School of Education library (list)
- Related journals (list)
- Information on the upcoming World Awareness Conference in South Bend, Indiana, on February 16, 1984

DISCUSSION

A number of related points were made:

- *Dissemination costs:* It may be more cost-effective to emphasize improved teacher training rather than increased student awareness.
- *Esperonto:* The use of this universal language is fading because of the post-World War II rise of nationalism.
- *Scientific languages:* The three accepted scientific languages used to be German, French, and Russian. Now there are 22, and the number is increasing.
- *Source suggestion:* The *World Press Review*, a monthly magazine, is highly recommended because of its coverage of world events from the perspectives of many countries via *their* newspaper articles. It can be obtained from: World Press Review, 230 Park Ave., New York, NY 10164.

CHALLENGES AND OPPORTUNITIES

STATUS OF TEACHING ABOUT WESTERN EUROPE

Victor Smith, State Consultant for Social Studies, described a rather bleak scenario. In Indiana, from 1971/72 until 1981/82, there was a 41% decline in the enrollment of students in World History, which is taught predominantly at the high school level. It's an "uncool" subject. In general, the last time that a student is likely to enroll in a course with some emphasis on Europe is grades six and

BEST COPY AVAILABLE

BEST COPY AVAILABLE

seven, where area studies are prescribed. More often than not, non-European countries or areas are studied at this level.

CONSTRAINTS

- *Time:* Students don't have much time left for electives in their curricula to choose to study an area.
- *Clarity and articulation in the curriculum:* Many of the school districts have left it to individual teachers to decide upon what and how to teach area studies.
- *Level of teacher training:* This level is minimal in the various cultural areas, particularly among junior high teachers.
- *Textbooks and materials:* Very little of the tests or materials deals with Western Europe. It is also difficult to get good materials out to the teachers.

OPPORTUNITIES

- *Timing:* The time is right to require a course in world cultures for graduation while there is an impetus to change the structure of Indiana education. The change could be at the local or state level.
- *Public awareness:* There needs to be more visible public awareness and concern before any kind of state mandate for a World Cultures course will happen.
- *Teacher conferences and in-service days:* One-day workshops, such as the "World Awareness Conference," are good investments with limited resources. Appropriate resources need to be better advertised and promoted. Mini-conferences would be valuable.
- *Curriculum revision/textbook adoption:* The timing for these is important because the processes are in place in Indiana for the next two years. This is the time to focus on Social Studies.

DISCUSSION

- *World Geography:* World Geography can be a fun and interesting way to learn about the world, as an alternative to World Cultures. It is not taught very much, although some schools use the State mandate for Global Studies to focus on World Geography and World History. The low student interest in World Geography in Indiana can generally be traced to poor teaching which, in turn, results from poor teacher training. Teachers teach as they were taught—by lecture only—which leads to very boring classes.
- *Alternatives to lectures:* Suggested viable alternatives included essay contests, History Days, and Culture Days (Fairs).
- *Counter forces:* There are certainly forces existing which work against strong Social Studies. Among them are the increasing number of electives, computer courses, older teachers trained as U.S. history specialists, and a culture that rates coaching higher than teaching.

WHAT IS THE NEXT STEP?

Saundra-Lynn Coulter, Outreach Coordinator of the Western European Area Studies Center at the University of Minnesota, presented her plan of action:

1. Encourage the choosing of texts with appropriate post-World War II coverage of European issues.
2. Provide audio-visual supplementary materials which address contemporary European issues.
3. Bring these ideas and materials to secondary level teachers, not just college professors.
4. Organize a conference for secondary level teachers concerning specific contemporary issues and provide them with appropriate supplementary materials.
5. Organize a follow-up conference for interested students as a reward for scholarship.

RECOMMENDATIONS TO IMPROVE THE TEACHING OF CONTEMPORARY EUROPE

Listed below are the major recommendations of the conference participants. Some of them require funding and organization; others can be implemented by each of us in our particular setting.

- Check over all texts presently being used for the quality and amount of space given contemporary Europe.
- Prepare and disseminate guidelines for reviewing books.
- Prepare an annotated bibliography of available supplementary materials. Select materials which can be easily integrated into existing courses.
- Address the major problem of setting the context of issues (e.g., concerning social class or past European wars).
- Choose contemporary issues for study which illustrate the European perspective *and* which compare to similar situations in the United States (e.g., immigration, security).
- More than calling attention to the need to study Europe, in-service programs also must relate to the current interest in "Excellence in Education." It therefore makes more sense to work together with various global studies groups than to work separately.
- Make a mailing of information, issues, teaching ideas, and resources to 450 Indiana World History teachers.
- Disseminate the information from the two "World Awareness Conferences." Use topical themes rather than area themes in the follow-up curriculum development workshop in summer, 1984.
- Put together a model one-day workshop, including tapes, maps, and other portable material and pre-package it all for dissemination.
- Find the funds to hire a teacher for one year as a Teacher Associate to collect supplementary materials and disseminate them to the schools.
- Work with other programs from specific countries.
- Encourage teacher exchanges with teachers in Europe.
- Include Eastern and Northern Europe when teaching about "Europe."
- Look for feature films and literature (including short stories and poetry) to provide valuable supplementary reading.
- Offer an annual mini-conference focusing on the teaching of contemporary Europe.
- Choose teaching materials which focus on social history (e.g., biographies or historical fiction) since young people are often engrossed in their own social agenda.